

Honors English  
What the future holds for me assignment  
Mrs. Hansen

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Period \_\_\_\_\_

Write an assignment in sentence/paragraph format that describes what the future holds for you. Be specific and explain how you arrived at where you are at. Be honest and use your imagination. If you dream it and write about it, that dream may well come true.

Topic- What the future holds for me (immediate, long-term, short-term, old age)

Format- Any format that uses complete sentences and paragraphs (Song, poem, essay, story). Must be at least a page in length.

POV- 1<sup>st</sup> person pov

Purpose- Narrative, persuasive, expository

Graphics and visuals if applicable

Must have title

Must turn in all stages of writing process- don't throw anything away.

Will be due in its entirety on Sept 14<sup>th</sup>.

See rubric on back.

|                                    | Comments | Exceptional<br>(Exemplary)- 5   | Admirable<br>(Accomplished)- 4  | Average<br>(Developing)-3   | Inexpert<br>(Beginning)-2   | Weak<br>(Attempted)-1   | Weight |
|------------------------------------|----------|---|---|---|---|---|--------|
| Ideas and Content                  |          | narrow topic; clear, relevant, focused ideas; quality details support ideas; interesting; shows insight; research evident; captures attention; reader's questions answered; information cited correctly in text; understanding of the research process; follows directions; has all parts | clear topic; attempt at clear support; some supportive details; research shown; 90% of information is cited correctly; follows directions and has all parts | broad topic, somewhat lacking in details or support; basic idea evident; some research; readers have questions; 75% of material cited correctly; basic directions followed; has all parts | topic unclear; little clarity or support; few details; repetitive; little research; uninteresting; 50% of citing done; missing parts of process | copied from source; little thought or effort put into development; no credible research done; not supported; little to no citing; missing most of process | X 3=   |
| Organization                       |          | logical order; shows usage of writing process; obvious introduction and conclusion; consistent use of point of view   | some use of process; clear order; basic intro and conclusion; competent; consistent use of pov  | somewhat unorganized; limited use of process; weak intro and conclusion; structure not clear; problems with pov   | order unclear; some confusion; little use of process; intro and conclusion unclear; pov unclear   | unorganized and jumbled; hard to follow and read; no use of writing process; pov use problematic  | X 3 =  |
| Sentence Fluency                   |          | writing flows; varied sentence length; clear, concise, correct sentences; fragments used purposefully; transitions; makes sense   | accomplishes tasks; steady flow; functional; variable; varied beginnings  | some flow, some change in sentence use or length; formula writing; sense errors   | short sentences with little variation; repetitive; hard to read; makes little sense   | fragmented with no flow; impossible to read and understand; short choppy sentences; rambling; incomplete sentences  | X 3=   |
| Voice                              |          | individual, unique, confident, appealing style; shows personality; strong;  | takes risk; attempts connection with audience; sincere  | attempts at uniqueness and appeal; plays it safe; tries to impress  | limited appeal or excitement; passive voice   | boring with no excitement or care   | X 3=   |
| Word Choice                        |          | at grade level; precise, powerful and engaging; imaginative; fresh, skillful use of language; precise verbs and description   | at grade level; attempts precision; some imagination; good verb choices   | too complex or simple; lacks precision; routine; lacks energy ; basic word choices below grade level  | limited vocabulary; not specific; interferes with meaning;  | makes little sense; misuse of some grade-level vocabulary; most words severely below grade level  | X 3=   |
| Conventions                        |          | few errors in grammar, spelling, punctuation; errors do not interfere with meaning; editing done; adds to piece   | some errors but meaning is clear; some editing; demonstrates control  | several errors begin to interfere with meaning; writing still understandable; limited editing   | many errors that interfere with meaning; almost unreadable; little editing  | no editing; unreadable; can't be understood; numerous errors  | X 2=   |
| Presentation                       |          | format suits topic and audience; shows much care and effort; appealing; easy to read; length appropriate; followed directions; APA/MLA documentation correct  | suitable for piece; effort and care shown; clean copy; length adequate, followed directions; APA/MLA doc. mostly correct;                                   | basic format; some effort shown; length problematic; directions followed; several errors in APA/MLA doc.  | little thought to format; uninteresting; too short or too long; little evidence of preparation; some attempt at MLA/APA doc.                    | selected format not appropriate for assignment; did not follow directions; no attempt at any MLA/APA doc.   | X 3=   |
| Creativity points/<br>Extra credit |          |   |   | Total out of 100  |   |   |        |